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ENG 3402-001: Methods of Teaching in Secondary Schools

Jerie Weasmer
Eastern Illinois University

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ENG3402:001 Methods of Teaching Literature in Secondary Schools
Fall 2001

Instructor: Dr. Jerie Weasmer
 Office: 3821 Coleman Hall

e-mail: cfjrw@geiu.edu
 Phone: 6972

Hours: T & R 9-11
 M-W-F by Appointment

I. Course Description

This course explores approaches to the teaching of literature in secondary schools. Interaction with secondary students will fulfill the 10 site-based clinical hours required for this course. Each member will develop a professional portfolio.

Texts:

Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Portsmouth, NH: Heinemann, 1999.

Christenbury, Leila. *Making the Journey: Being and Becoming a Teacher of English Language Arts*. Portsmouth, NH: Heinemann, 2001.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 5th ed. New York: MLA, 1999.

Oliver, Eileen Iscoff. *Crossing the Mainstream: Multicultural Perspectives in Teaching Literature*. Urbana: NCTE, 1994.

Rief, Linda. *Seeking Diversity: Language Arts with Adolescents*. Portsmouth, NH: Heinemann, 1992.

Young Adult Titles:

Farmer, Nancy. *A Girl Named Disaster*. New York: Orchard Books, 1996.

Holliday, Laurel. *Why Do They Hate Me? Young Lives Caught in War and Conflict*. New York: Archway, 1999.

Martinez, Victor. *Parrot in the Oven: mi vida*. New York: Harper-Collins, 1996.

Namioka, *Ties that Bind, Ties That Break*. New York: Dell Laurel-Leaf, 1999.

Nye, *Habibi*.

Tamar, Erika. *Fair Game*. New York: Harcourt Brace, 1993.

Requirements: You must complete all parts of all assignments to receive credit for the class.

Attendance: Attendance is mandatory. If you have no option but to miss, 10 points will be deducted from your grade. Ten bonus points will be awarded for perfect attendance.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583).

II. Course Objectives

Upon successful completion of this course you will:

- a. Be aware of current theories in literature pedagogy.
- b. Know a variety of strategies for involving students with literature.
- e. Have a greater awareness of the role young adult literature can play in the classroom.
- f. Have examined the ways theater arts can be integrated in exploring literature.
- g. Have explored means of integrating the Language Arts.

III. Course Requirements

A. Response

1. *Response journal*--Respond to assigned and to self-selected readings in your response journal. (Do not read more than 20 pages before responding.) Cite the

passages to which you refer. On Tuesday of each week e-mail your responses to me or submit on disk or hard copy.

2. *Formative evaluation*--Respond to peers' and secondary students' writing. Forward to me one sample essay with your responses from each set you receive and respond to. Document date, titles, authors, and nature of response.

B. Research projects

1. *Independent project*--Select an area of particular interest in literature pedagogy (i.e. censorship, journaling, enactment, literature circles, expanding the canon, integrating culturally diverse literature, high interest-low readability materials for at-risk readers, literacy, oral interpretation of literature). Read books or articles (200 pages min.) on the topic and respond in your journal as you read. Do not read farther than 20 pages without stopping to respond. [See attached recommended list. I have these texts and most are available in the library.] Prepare an essay on literature pedagogy integrating what you have learned from the assigned readings with what you have learned from this independent reading. Use MLA or APA form (3-page min.). Present the material orally (5-10 minutes).
2. *Group project* (Fall English Conference)--Select an area of literature pedagogy to research [see above suggested list]. Each group member research a strand (200 pages minimum) on the topic and respond in the professional journal. Then prepare a professional paper in MLA form on the issue or practice (Minimum 3 full pages). Meet with your group to discuss connections and contradictions in the reading. Then draft a proposal and organize a presentation for the conference, including a bibliography. Blend information from your research with assigned readings and the experiences you have had with students this semester to make an assertion. Allow 10-15 min. per speaker plus time to field questions.

C. Professional Portfolio

1. Essay on literature pedagogy (independent project)
2. Conference paper (group project)
3. Literary paper
4. Resume
5. Sample responses to student writing

IV. Evaluation

A. *Course grade will be determined by the following:*

Response journal	200 points
Response to peers and secondary writing	100 points
Independent project	100 points
Group project	100 points
Portfolios (organization, eye appeal, clarity, thoroughness)	50 points
Attitude, preparedness, involvement in class, interaction, leadership	50 points
Attendance (each absence)	-10 points
(no absence)	+10points
Total	600 points

Schedule of Expectations

- 8/21 Introductions, examination of syllabus. Distribution of professional organization materials.
Subscribe to hotmail/Subscribe to listserve
Assignment: 1-152 Christenbury (response journal due 8/28)
- 8/23 Meet at Career Services, Room 13, for presentation
Return to classroom, discuss Independent Project, sign up for topics
Assignment: Prepare resume (Due 8/30)
Select topic for independent research (e-mail me or stop in to discuss) Begin.
- 8/28 Discuss Christenbury
Assignment: 153-236 Christenbury (response journal due 9/4)
- 8/30 Go over resumes
Assignment: Independent project due 9/6
- 9/4 Discuss Christenbury (Response journal due today)
Assignment: Read/Respond to first half of *Fair Game*, *Ties that Bind*, *Ties That Break*, *Parrot in the Oven*, *A Girl Named Disaster*, *Habibi*. Journal due 9/11
- 9/6 Discuss YA texts using Bleich's most important passage, paragraph, sentence, word. Journal due.
Interpretive reading of passage from text.
Assignment: Finish YA novel. Respond in journal. Discuss cultural issues, language.
- 9/11 Interpretive reading. Examine language. Discuss censorship.
Discuss Literature Circles. (Handout)
- 9/13 Share rough drafts in small groups
Revise independent project—due 9/18
- 9/18 Revised Independent Project due.
Journal on independent project articles/books due.
- 9/18-20 Oral presentations of Independent Project
Discuss Group Projects (Fall English Conference) Proposal due 9/25
Assignment: Read/respond to segment of *Why Do They Hate Me?*
1-120 Oliver (response journal due 9/27)
- 9/25 *Why Do They Hate Me?* Implications for classroom use.
Select texts/articles for Group Project. Begin to read/respond.
- 9/27 Discuss Oliver
Assignment: 121-220 Oliver (response journal due 10/2)
- 10/2 Discuss Oliver
Assignment: Self select YA novel from cart. Read/respond to first half in your journal.

- 10/4 Discuss YA novels (issues, potential censorship problems, audience, cultural diversity, nontraditional families, oral reading). Interpretive reading of passage.
Assignment: Read/Respond to second half of YA novel. Discuss comparisons/contrasts with other YA novels. Any strands appropriate for a unit? Determine readability.
- 10/9 Discuss YA texts. Work in groups to prepare a writing prompt appropriate for all of the books members of your group have read. Consider use of traditional prompt vs. creative writing. Desired outcomes?
Assignment: Read/Respond to Rief, pp.1-99

MIDTERM

- 10/11 Discuss Rief and implications for teaching classics/YA literature
Assignment: Read/Respond to Rief, pp. 101-185
- 10/16 Discuss Rief and workshop approach to teaching literature
Assignment: Read/Respond to materials in Appendices—implications for your classroom
- 10/18 Share portfolios. Bring sticky notes.
- 10/25 Determine committees. Delegate responsibilities.
Assignment: Respond in your journals as you read. Conference paper due .
- 10/30 Book tasting to establish themed grouping. Readability rating.
- 11/1 Assign Hamlet groups. Work on enactment.
- 11/6-8 Final preparation for conference, informal sharing of presentations
- 11/10 **English Conference, Coleman Hall, 9-1 followed by luncheon (free ☺)**
- 11/13 Prepare and present enactments
- 11/15 Discuss roles of creative dramatics, role playing, mime, choral reading, and interpretive reading in experiencing literature.

THANKSGIVING VACATION

- 11/27 In groups prepare a *brief* unit plan that represents a workshop approach.
 Examine Burke, pp. 157-186. Respond in journal.
- 11/29 Share unit plan with rest of class. Bring additional copy of plan on disk or e-mail to me as an attachment. Revised plan due 12/4.
Assignment: Choose the chapter that interests you most in the Burke text (other than 10). Read and respond. Journal due Tuesday.
- 12/4 Final draft of unit plan due.

12/6 Portfolios due. Bring sticky notes to class.
Course evaluations/Self evaluations due